

Kentucky Teacher

February 2007

News for the Nation's Most Innovative Educators

Linda Tedder
West Hopkins Elementary (Hopkins County)
13 years in the classroom



www.education.ky.gov

1,116 and counting

Kentucky adds 218 National Board Certified Teachers

By Rebecca Blessing

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Kentucky has passed several new milestones in its quest to have a National Board Certified Teacher in every public school by 2020. The goal was established by the 2000 General Assembly.

In January, the National Board for Professional Teaching Standards (NBPTS) announced that 218 Kentucky teachers earned national board certification in 2006. That's the largest class ever for the state, and the 2006 class ranks Kentucky 9th nationwide in the number of new National Board Certified Teachers.

The number of National Board Certified Teachers in Kentucky has increased nearly eightfold in the past five years. A total of 1,116 teachers now are recognized as among the country's top educators. Nationwide that puts Kentucky in 12th place in the total number of teachers who have achieved national certification.

National board certification is the highest credential in the teaching profession. It is strictly voluntary and is based on a rigorous, performance-based assessment that measures what accomplished teachers should know and be able to do.

As part of the process, teachers build a

portfolio that includes assignments, student work samples, videotapes and a thorough analysis of their classroom teaching. Additionally, teachers are assessed on their knowledge of the subjects they teach.

The certification is designed to complement state licensing, but does not replace it.

The process typically takes from one to three years to complete, and not every teacher who applies is successful in gaining certification on the first try.

"Working toward certification has made me appreciate the career I have chosen and made me glad I am a teacher," said new National Board Certified Teacher Jane Vanhook, a science teacher at Garrard County High School. "As a teacher, I feel it is my responsibility to keep learning. Working to achieve national board certification provided me that challenge." Vanhook has been in the classroom for 25 years.

The 2000 General Assembly also created a salary incentive for teachers who achieve certification. National Board Certified Teachers earn a \$2,000 annual salary supplement for the life of the 10-year certificate each year they teach or mentor other candidates. Some local districts also provide incentives or help defray the \$2,500 assess-

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Workshops, sessions filling for KTLCO7

KTLCO7 is a little more than a month away. However, there's still time to pre-register for the annual teaching and learning conference and receive a discount on your registration fee. If you register by Feb. 20, you'll receive a \$25 savings in full conference registration. Full conference registration after Feb. 20, by mail or at the conference, increases to \$175.

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This year, the three-hour workshops are being offered as part of the full conference registration instead of an extra fee. As a result, workshops are filling up fast. If you are interested in taking a workshop that is full and no longer available, you can e-mail Brenda Gibala at brenda@tmcsshows.com to be placed on a waiting list. You also can express interest in taking a workshop if a new one opens.

"Some people have reported difficulty in reaching the KTLCO7 Web site," said Thelma Whiteside, conference coordinator.



Photo by Tim Thornberry, Education Cabinet

Computer collaboration

Charity Brogdon, left, and Sarah Lee, students at Field Elementary (Jefferson County), collaborate on a project as they take turns entering information on a computer. Field Elementary is one of four Kentucky public schools to be named a 2006 No Child Left Behind Blue Ribbon School. See Pages 6 and 7 for information on Field Elementary, Hanson Elementary (Hopkins County), Mason-Corinth Elementary (Grant County) and Summer Shade Elementary (Metcalfe County).

Board finalizes process for commissioner search

By Cathy Lindsey

cathy.lindsey@education.ky.gov

Kentucky is one step closer to recruiting a new education leader. At its January meeting, the Kentucky Board of Education discussed the process, timeline and procedures for the search to find and hire a new commissioner of education.

The board is working to fill the position left open when former Kentucky Commissioner of Education Gene Wilhoit took a post in Washington, D.C., last November. He resigned as commissioner to become executive director of the Council of Chief State School Officers, a national education advocacy group.

In December, the board hired Ray and Associates Inc. of Cedar Rapids, Iowa, to manage the search. Representatives from the search firm met with the board in January to review the process and to discuss the characteristics desired for the candidate

who will successfully fill the position.

The board reviewed input received from various sources, including advisory groups and public comments gathered through the Kentucky Department of Education's Web site. From Oct. 23 through Dec. 20, the department received 122 messages to the site that detailed qualities those Kentuckians would desire in the state's next commissioner of education.

Based on these comments, the public would like a commissioner who has teaching or school administration experience, preferably in Kentucky, or at least who has a familiarity with Kentucky's education system. The comments indicate that people want the candidate to be aware of teachers' needs, support children with special needs and have a keen knowledge of Kentucky's assessment and accountability issues.

See BOARD on Page 10



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Bulletin Board



West Hopkins Elementary (Hopkins County)

Bulletin Board is compiled by **Rebecca Blessing**
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Conferences

Kentucky Reading Association

The Kentucky Reading Association is calling for proposals for its annual conference to be held in Lexington Sept. 20-22. The theme is "Literacy for All." Proposals are due by May 31.

www.kyreading.org

Events

Kentucky Reading Project

Elementary teachers are invited to apply for the Kentucky Reading Project (KRP) 2007-08. The graduate-level course in reading instruction consists of a two-week summer institute, four follow-up sessions and a coaching visit from the KRP director. Participants receive three hours of graduate credit, a \$200 stipend and approximately \$200 in books and materials. Application deadline is Feb. 16.

www.kentuckyliteracy.org/kyccl1.html

Teaching Core Content through Kentucky traditions

Learn to teach core content across the curriculum through the traditions of Kentucky arts, crafts, literature and music during a professional development seminar presented by the Kentucky Arts Council. The seminar will be held in conjunction with Kentucky Crafted: The MARKET, March 2 at the Kentucky Fair and Exposition Center, Louisville. Registration is \$50 and closes Feb. 16 or when filled.

www.kycraft.ky.gov

Individual Learning Plan training

Training is now under way for the new Web-enabled Individual Learning Plan. The new online version will eventually replace the paper-based plans and will help secondary students better focus their coursework on individual goals as they prepare for postsecondary studies and careers.

www.education.ky.gov - Enter "winter/spring ILP training" in the search box in the upper right-hand corner, click and select the top link.

'Reading into Music' concert

Students in grades 3-5 can explore connections between reading and listening strategies through music that tells a story. "Reading into Music" will be presented by the Louisville Orchestra at 10:30 a.m. and noon Feb. 6, 13-16 and 21 and March 6-8 at the Brown Theatre in Louisville.

www.louisvilleorchestra.org/education/default.cfm

Diversity lesson plan contest

Teachers are invited to submit their best lessons or unit plans that incorporate diversity in teaching and learning to a contest sponsored by the Kentucky Education Association. Four winners each will receive a \$200 scholarship. Entries must be received by March 2.

www.kea.org - Enter "diversity lesson plan" in the search box and click.

KET school video project

April 2 is the deadline for the 2007 KET School Video Project. This year, K-12 students are asked to produce documentaries about Kentucky communities. Selected entries will be broadcast on KET and streamed for online viewing at the KET Web site.

www.ket.org/education/video_project.htm

Art of David Macaulay

More than 100 original works of art, studies, sketchbooks, book dummies, manuscripts, correspondence and artifacts from David Macaulay, best-selling author and illustrator of "The Way Things Work" and other books, will be on dis-

play at the Speed Museum in Louisville Feb. 6 through May 13. School tours are available.

www.speedmuseum.org/exhibitions.html

www.speedmuseum.org/school_tours.html

smART! Connections

In January, the Kentucky Alliance for Arts Education began holding two-day professional development workshops for teachers and cultural organizations. Remaining workshops will be held in Owensboro (Feb. 16-17), Paducah (Feb. 23-24), Madisonville (March 2-3), Lexington (March 23-24), northern Kentucky (April 6-7) and Somerset (April 13-14). Registration fees and information are on the Web.

Contact: (502) 875-4266, staff@kyartsed.org

www.kyartsed.org

Resources

Teen dating violence prevention

Teen Dating Violence Awareness and Prevention Week is Feb. 5-9. A toolkit focusing on warning signs, prevention tips and classroom activities to raise awareness of the issue is available from the American Bar Association. Additional resources are available at

www.ncvc.org/tvp - In the "Learn More" menu on the right-hand side, click on "Dating Violence."

www.abavideonews.org/ABA338/index.php

Purchase Area Writing Project (PAWP) Fellows

PAWP is updating its mailing list so all fellows can stay up to date on the many events and opportunities available. If you are a PAWPer, e-mail your name, participation year, preferred e-mail address and preferred telephone number to Gena Wilson at gena.wilson@murraystate.edu.

Summer camp manager sought

Kentucky 4-H is looking for adults to manage one of four coed residential camps for 9-14 year olds May 29-July 27. Camp managers are responsible for supervising paid and volunteer staff, as well as administrative duties and facility management.

Salary range is \$300-\$500 per week plus private living quarters, free meals and use of a vehicle during camp session.

Contact: Donna Fox, (859) 257-5961, Ext. 223, dfox@uky.edu

www.kentucky4h.org/camp

Classroom economic resources

The "2007 Catalog of Classroom Resources" is now available from the Kentucky Council for Economic Education (KCEE) at one of the eight KCEE centers across the state or online.

www.kcee.org/catalog

Professional Development for world language teachers

Improving Educator Quality grants at several Kentucky postsecondary institutions are providing several professional development opportunities for world languages.

Spanish teachers interested in joining a professional learning community should contact Cindy Thresher, (270) 809-3280, cindy.thresher@coe.murraystate.edu.

The University of Kentucky will offer professional development to world languages teachers in conjunction with summer study-abroad experiences in France, Germany and Spain. A methods course also will be taught on the campus of Western Kentucky University this summer. Review of applications for the UK programs began Jan. 22. Contact Jeff Rogers at njrogers@uky.edu.

Commissioner's Comments

Many schools focus this month on career and technical education

By Kevin Noland

Interim Commissioner of Education

February is Career and Technical Education Month. Schools across the country and throughout Kentucky will be marking the event with a variety of activities expected to shine the light on how these programs are helping prepare students for life beyond high school.

When I was going to high school, career and technical education classes were what you took if you weren't going to college. Vocational education classes, as they were called, prepared you to go to work right out of high school.

Girls learned to become stenographers, secretaries and bookkeepers. Boys learned to become carpenters, mechanics, farmers and draftsmen. There was a distinct division between the "college prep" courses and the vocational classes in the minds of students and probably the community at large.

Things have changed drastically in career and technical education since then! These courses now are earning the respect they deserve.

These classes are a vital part of preparing high school students for success in college and careers. Career and technical education courses offer students a wider range of career exploration and career preparation opportunities before they graduate. They are supported by co-curricular youth organizations (DECA, FBLA, FCCLA, FFA, HOSA and Skills USA) that encourage students to increase their academic and leadership skills as they prepare for careers.

And, perhaps most importantly, career and technical education is helping our schools provide rigorous and relevant learning that will prepare all students with the skills essential for the 21st century workplace. Because secondary career and tech-

nical educators have always worked closely with business and industry representatives, they have been extremely responsive in keeping the curriculum aligned to the ever-changing skills employers ask for and need from their employees.

Students enrolled in career and technical education programs can graduate from high school with Kentucky Occupational Skill Standards Certificates, Business & Industry Certification and college credits, which they have earned in career and technical education classes – qualifications employers now look for in entry-level employees.

Educators across the curriculum have come to realize that many students can better learn rigorous mathematics, science and economics (a social studies strand) content through the more hands-on instruction of interdisciplinary career and technical classes. These classes give students opportunities to learn core content in a different style of instruction that is tied to work they may be doing in future careers.

Recognizing this, the Kentucky Board of Education now allows interdisciplinary courses to substitute for specific academic courses required for graduation. For example, the Construction/Geometry course curriculum requires students to use geometry to build structures and homes in construction classes. Mathematics is incorporated with the construction skills.

Opportunities to explore

The month-long Career and Technical Education celebration is an opportunity for programs to highlight their student projects, entrepreneur and innovative programs. Kentucky high schools have a rich history of entrepreneurship programs of more than 20 years. Some of the Family and Consumer Sciences (FACS) programs include school-based businesses like the "Fancy That" gift

shop at Taylor County High School (Taylor County) and the "Trojan Treats Café" where FACS Culinary Arts career major students run a restaurant at North Hardin High School (Hardin County). It is open for lunch to teachers and the community four days a week.

Entrepreneurship programs such as grocery stores, malls and student-run banks are included in Business and Marketing programs. The student-run banks have savings programs and loan money to students. These businesses are providing students with valuable career skills.

Some innovative programs that are being implemented in the Engineering and Technology program area include "Project Lead the Way." It prepares students with the tools to succeed in such careers as Mechanical, Civil, Biomedical, Biotechnical and Aerospace Engineering.

Construction Geometry, a course in the Construction Cluster, was developed after business and industry stakeholders got together to brainstorm a way to ensure high school students can earn interdisciplinary credit. To implement this course, the Department of Education has hired a certified mathematics teacher to develop all the video-recorded geometry lessons that would be needed during the two-year course. Through this course, students earn the required geometry credit and one credit in construction. This will allow all career and technical education teachers throughout the state to offer construction geometry without greatly increasing the burden on local mathematics teachers.

As technology expands and touches every aspect of today's society, the new Jessamine Career and Technology Center in Nicholasville is expanding agriculture career choices for more than just farm kids by offering agri-related biotechnology courses. Agriculture students do experiments dealing with gene mapping and DNA extraction as they do collaborative research projects with the University of Kentucky College of Agriculture. The school has brought science programs together with the agri-biotech courses in an effort to show the relationship between the two and to help students better understand the concepts of both study areas.

There are several school-based businesses operating at Scott County High School (Scott County). Students are involved in several supervised student-staffed programs that include a grocery store, a school bank, a daycare center, a Scott County farm and a greenhouse. They also produce the school newspaper, "Cardinal Spirit," and a TV news segment, "Cardinal Action News."

These programs have been successful because students learn through career and technical education programs the right way to develop their own business and how to

apply the technical skills they learn to operate a business.

Since courses are related to career pathways, career and technical education students will make the all-important connection: "What I'm learning in school really is something I'll use in this job!" These types of "Aha" moments are what educators live for – when students can understand the relationship between classroom learning and the real world. For many students, those connections come quicker with career and technical courses than with traditional classroom courses.

The month-long Career and Technical Education celebration ends with Entrepreneurship Week USA. It will be observed Feb. 24 through March 3. During this time, schools will have the opportunity to recognize their programs that help students develop entrepreneurial knowledge, skills and attitudes.

During January, approximately 50 Ryle High School (Boone County) students presented their ideas for start-up businesses during an Entrepreneurship Fair. Visitors to the event included representatives and professors from the Entrepreneurship Institute at Northern Kentucky University, community and local business leaders, and college students majoring in entrepreneurship. It was a fantastic community event during which students could discuss their ideas and plans with people knowledgeable about business development.

Studies show that more than 70 percent of young Americans see themselves starting a business or being entrepreneurs as adults. The Partnership for 21st Century Skills has identified entrepreneurial literacy skills as one of the 21st century content areas critical to success in communities and workplaces.

The future is now

According to the U.S. Bureau of Labor Statistics, 18 of the 20 fastest-growing occupations during the next decade will require career and technical education skills. In another survey of human resources/personnel officials across the country, almost one-third of those participating said they will reduce their hiring of employees with just a high school diploma. They say they will be looking for employees with business and industry certifications and advanced degrees.

As counselors and teachers work with students in developing their online Individual Learning Plans, it is important to help students select rigorous coursework that will provide those skills to be successful in careers and to be employees that employers desire. Career and technical education is an essential ingredient in making that happen.

(Contact Interim Commissioner Noland about this topic at kevin.noland@education.ky.gov)



Scott County High School senior Courtney Hackworth teaches two-year-old Katie Feeback about shapes and colors while Judith W. Adams, director of the high school's Early Childhood Education Lab, helps one-year-old Luke Radford cut out shapes in Play-Doh. In the background, Elizabeth King, age 3, decides whether to join in the activity. Students at Scott County High School who are trained in early childhood education staff the in-school daycare center for children of students and faculty and staff members.



Noland

Photo by Creative Services

The magic of the microphone: Hopkins County elementary school uses karaoke to improve reading fluency

By Susan Edington

Murray State University/Madisonville
Regional Campus

As teachers, we know the best way for students to improve reading fluency is to practice reading aloud. Yet, we often avoid calling on the students who need the most practice because lack of fluency publicly identifies poor readers.

Reading aloud can be a painful process for both the struggling reader and the listener. On the other hand, we know that fluency is tied directly to comprehension, so we cannot avoid the dilemma.

To help combat this "Catch 22," I worked with Lyndee Clark in her upper primary (3rd-grade) classroom at West Hopkins School to use karaoke as a strategy for helping students practice reading fluency. Each Friday, some primary students in this Hopkins County K-8 school grabbed the microphone and a move or two from the TV show, "American Idol," to improve their reading skills to a karaoke beat.

I used my training in guided reading principles to tutor struggling students in Clark's classroom. Though I was the class' original tutor, Peggy Stirsman, West Hopkins' curriculum specialist, is now tutoring the small groups. She has plans to train other tutors in this reading/karaoke strategy.

How it works

The tutor works with two or three children at a time in a special area of the classroom we called the recording studio. Even though the karaoke machine only has two microphones, we found it beneficial to work with three students at a time — all who could benefit from fluency practice, but at varying fluency levels. The students learn from one another, help each other and learn to take turns sharing the microphones.

Each "recording session" lasts one hour. However, the students inevitably beg to stay longer!

To become accustomed to the "star power" of a microphone, students spend the first session practicing expression and intonation by reading the alphabet into the microphone: "ABCD? EFG! HI? JKL. MN? OPQ! RST. UV? WXYZ."

I have them repeat "Ducks quack? Ducks quack! Ducks quack." ... or "I am tired. I am tired. I am tired." ... or "He shouted, 'Get help!' He whimpered, 'Get help.'" These exercises



Photo by Tim Thornberry, Education Cabinet

Peggy Stirsman, curriculum specialist at West Hopkins Elementary, prompts upper-primary students Madison Pleasant, left, and J.J. Morelock as they sing karaoke in the "recording studio" in Lyndee Clark's classroom. Kyle Daugherty reads the words to the song on the screen and waits patiently for a turn to perform with the microphone.

provide the students with explicit teaching of intonation. Yet, they think they are just having fun with a microphone!

Vocabulary and content

For the second and successive sessions, we use guided reading. For the first song, I chose "I've Been Working on the Railroad." I selected it primarily because the song contains a lot of repetition, has a familiar tune and students in western Kentucky have prior knowledge of railroads.

Before the students sing, I review the vocabulary words in the song: railroad, whistle, captain, Dinah, morn and livelong. Mini-reading lessons can result as we discuss compound words, proper nouns, syllabication, diphthongs and blends.

Next, I give the students a handout of the lyrics. As we read the words together, they circle the new vocabulary words. We also discuss the background story of "I've Been Working on the Railroad." Students learn that the song probably originated from Irish immigrants as they worked on "railroad gangs" to lay track for the Union Pacific Railroad.

"Dinah" probably refers to the locomotive, and the "horn" refers to the lunch call.

Then, we practice reading the first stanza in unison without any karaoke accompaniment to ensure accurate reading of the text. Finally, it is time to practice reading/singing. The shaded area of the lyrics on the TV screen acts as a finger under the text for beginning readers. Once students make that connection, it is easier for them to keep up with the machine and to read using a conversational pace.

The karaoke machine has a "pause" button, which gives the tutor the control needed to stop the music and have students discuss phrasing, pronunciation or punctuation. After a couple of these "takes," the students are ready to perform a fluently read/sung text. Because they have been prepared to succeed, they do!

Build on success

Successive sessions always start with a success. In this case, students read/sing "I've Been Working on the Railroad" before they start a new, more difficult song. Repeated reading prac-

tice is a crucial step in fluency. More importantly, repeated reading provides an opportunity for each student to experience reading success.

Our next song in Clark's classroom was "My Home's in Montana," a colorful cowboy song with an easy tune, but unfamiliar lyrics. In addition to the mini-reading lessons that accompanied these lyrics, the song lends itself to an interesting social studies lesson about Montana, cowboys and how the invention of barbed wire and the train affected cowboys.

Getting the equipment

I purchased the karaoke machine for Clark's classroom for less than \$100. We have found CDs on the Internet for about \$15 to \$20, plus shipping. I purchased "Kids Sing America," "Disney Karaoke," "The Greatest Kids' Songs" and "Kids' Christmas Favorites." Since each CD contains between 15 and 20 tracks, there are plenty of songs to provide subject and reading difficulty variety. Make sure to purchase karaoke CDs marked "CDG" to ensure the lyrics are included with the music tracks.

MORE INFO ...

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susan.edington@murraystate.edu

Has karaoke increased reading fluency for Clark's students at West Hopkins? The empirical data is still being collected. However, there is much anecdotal data to support its use in improving reading skills for struggling readers — just ask Clark, Peggy Stirsman, the school's curriculum specialist, or any of the children who have been reading to karaoke music. In fact, because so many of Clark's students want to participate in reading fluency karaoke, she is now using karaoke as one of her classroom rewards.

I join the educators at West Hopkins in saying, "Hurrah to 'American Idol' for making amateur performing a cultural phenomenon." Who could have predicted that the show would provide reading teachers with a motivational reading strategy?

(Susan Edington, Ed.D., is an education professor at Murray State University/Madisonville Regional Campus.)

Summer conference offers energy tour in Kentucky

Thirty teachers will be selected to travel across western Kentucky as part of the Kentucky NEED Energy Conference for Educators June 11-15. Participants will spend five activity-packed days visiting energy sites and learning how to connect energy to classroom learning. The event is hosted by The Kentucky NEED (National Energy Education Development) Project.

Teachers will visit renewable and nonrenewable energy production sites, learning how energy is produced in Kentucky – from soybeans, corn and the sun to coal, hydropower and natural gas. Participants will visit an underground coal mine, take a behind-the-scenes tour of Barkley Dam and tour the Land Between the Lakes Homeplace to see how energy was generated and used in the 19th century.

Curriculum connections

Energy is a unifying concept in the revised "Kentucky Core Content for Assessment, Version 4.1," and students must study and have an understanding of energy systems before graduating. The first day of the workshop will be devoted to training teachers how to use NEED materials to teach about energy at their grade level – whether it is heat, light and magnetism or how energy is transformed, and energy forms and sources. Each workshop participant will receive grade-appropriate NEED energy curriculum aligned to both the national science education standards, as well as the "Kentucky Program of Studies."

Conference details

There is no charge for the conference. All meals, lodging and transportation on a charter bus during the conference are provided. Teachers also will receive more than \$400 in classroom materials. Registration deadline is May 20.

MORE INFO ...

Karen P. Reagor, coordinator of The Kentucky NEED Project, (859) 578-0312, kreagor@need.org

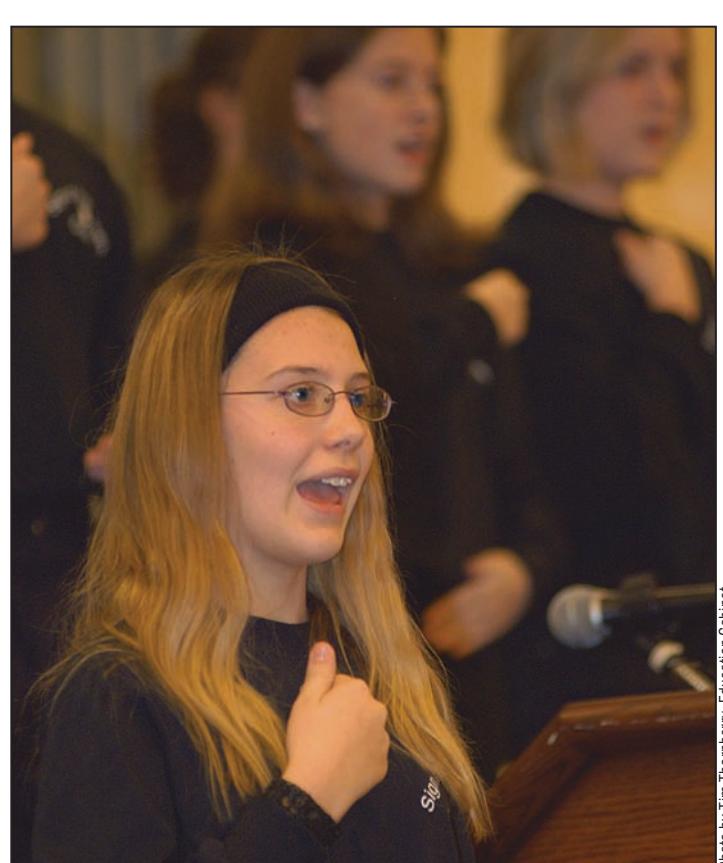


Photo by Tim Thornberry, Education Cabinet

Sign of the Times

Erica Hays, a student at Boyd County Middle School (Boyd County) and a member of the school's Sign of the Times Choir, sings a song during the Future Educators of America state conference in late November. The choir, composed of 6th- through 8th-grade students, performs in English/American Sign Language. Students stay after school two days a week throughout the school year to rehearse their language and performance skills, according to Nina DeSantis, drama and communications teacher.

Public residential program focuses on mathematics and science for advanced students

The Academy of Mathematics and Science in Kentucky is now a reality. The academy has two major goals:

- to provide appropriately challenging learning experiences for advanced students interested in mathematics and science
- to promote and influence the economic development of Kentucky

To accomplish this, the academy is calling on Kentucky educators to help identify academically talented high school students who are sophomores and juniors this school year for admission to its program in the fall of 2007. That's when the academy will open on the campus of Western Kentucky University in Bowling Green as one of only 14 public residential high school programs for mathematics and science in the nation. It is the first such program in Kentucky.

Beginning next school year, 60 high school juniors and 60 seniors who are interested in pursuing careers in science, technology, engineering and mathematics will attend the academy. Sixty rising juniors will be accepted in subsequent years.

The academy, funded by the Kentucky General Assembly, will provide room, board and tuition for every student. Students are responsible only for books, fees and incidental expenses.

The academy will offer a unique living and learning environment. The advanced mathematics and science students will live on the WKU campus in Schneider Hall, which is being renovated to be a home-away-from-home for them.

Students will attend classes taught by university professors. Simultaneously, students will engage in research projects alongside their professors as well as be involved in projects in the private sector.

In addition to mathematics and science courses, academy students will balance their course load with other college-level courses, such as classes in humanities, languages and social sciences.

Students will receive their high school diplomas and will earn at least 60 college credit hours when they complete two years at the academy.

In addition, students will be able to participate in extracurricular activities and organizations that are coordinated by the academy's

residential life staff. They also can participate in activities offered on campus, including chorus, band, orchestra, drama and intramural sports. One weekend will be open each month so that students can travel home for visits.

Academy students have night and weekend curfews. A 24-hour desk clerk and security monitors are among safety precautions that will be in place at the residential hall, said Tim Gott, academy director.

Gott's is a familiar name in Kentucky public education. He most recently served as principal at Morningside Elementary (Elizabethtown Independent). He also is a former Highly Skilled Educator who worked for the Kentucky Department of Education helping low-performing schools. Prior to those positions, he was a mathematics teacher and guidance counselor in other schools and districts.

"My position blends everything I've ever done, including being a father," he said. "I get to be in from the beginning of the academy, and I get to help exceptional students develop on a deep level – not just in the classroom – but to really find themselves."

Selecting students

A large part of the success of the academy depends on high school teachers and counselors identifying students for this unique advanced learning opportunity and encouraging them to apply, Gott said.

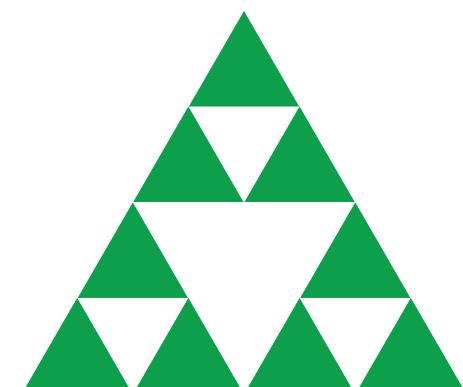
Students will be selected by application based on SAT or ACT scores, academic grades from 7th through 10th grades and interests in science, technology, engineering and mathematics careers. Successful academy applicants will have completed Geometry, Algebra I and Algebra II by the end of their sophomore years.

Completed applications must include student-written essay responses and recommendations from teachers and a counselor. Applications are available online and must be postmarked by March 15.

Students considered for admis-

sion to the academy will be invited to WKU in late March and early April for formal interviews.

While the push is on to identify 120 students for the academy's first year, the implications of the academy extend into middle school, said Gott. "Teachers need to begin in middle school to prepare bright and highly motivated students for the academically



An iteration of the Sierpinski triangle, a basic geometric pattern that can be used to teach in-depth mathematics concepts, has been adopted as the logo for the Academy of Mathematics and Science in Kentucky. The Sierpinski triangle is a metaphor for students' life at the academy, according to Renee Watkins, a mathematics teacher at Greenwood High School (Warren County). The academy, she explains, is a simple concept that opens doors for young people to discover connections with others like themselves and to be challenged academically.

MORE INFO ...

www.wku.edu/academy
Tim Gott, director of the Academy of Mathematics and Science in Kentucky, (270) 745-6323, academy@wku.edu

challenging work at the academy."

No school will lose when an advanced student is selected to attend the academy, Gott said. The schools sending academy students will retain the scores of those students on state assessments. Honors earned by an academy student also return to the home high school.

"Certainly, the students selected to attend the academy will have the chance of a lifetime to grow in a rich academic environment," said Gott. "Just as significantly, Kentucky will be investing in its own intellectual capital that in turn will bring an entrepreneurial spirit to infuse existing economic partners and create new ones. The time for the academy is now."

Four public elementary schools

Four public schools in Kentucky can claim to be in the top 1 percent of all schools nationwide, according to the U.S. Department of Education. Field Elementary (Jefferson County), Hanson Elementary (Hopkins County), Mason-Corinth Elementary (Grant County) and Summer Shade Elementary (Metcalfe County) are four of fewer than 300 schools nationwide named 2006 No Child Left Behind Blue Ribbon Schools by the federal department.

Since 1982, the federal education agency has annually named Blue Ribbon Schools to recognize excellence in education. In 2002, the program was renamed the No Child Left Behind Blue Ribbon Schools program. With that change came new criteria to recognize excellence.

The program recognizes schools that are closing the achievement gap and reaching the highest levels of student achievement.

The program honors public and private K-12 schools that have at least 40 percent of their students from disadvantaged backgrounds and have dramatically improved student performance on state assessments. It also recognizes all schools whose students score in the top 10 percent on state tests in reading and mathematics.

Schools also must make Adequate Yearly Progress under the requirements of the federal NCLB Act. Four private schools in Kentucky also earned the 2006 NCLB Blue Ribbon School distinction.

Summer Shade Elementary

A community of learners overcoming the odds

By Rebecca Blessing

rebecca.blessing@education.ky.gov

"We are a community of learners dedicated to the educational success of our children and students," said Interim Principal Ron Hurley when asked why Summer Shade Elementary in Metcalfe County has been so successful. "Staff, parents, the district office and the community in general provide tremendous support."

That support is producing results at this 156-student, P-6 school in rural south-central Kentucky. The school recorded 100 or higher in nearly all core content areas as measured on the Commonwealth Accountability Testing System (CATS) assessments

administered last spring.

In 2006, Summer Shade posted a total academic index of 105.4. Less than 2 percent of its students scored at the novice level.

That performance is impressive for any school, but particularly for one that has to overcome many barriers to learning. Seventy-one percent of the student population at Summer Shade Elementary qualifies for the free and reduced-price meals program. One in five families in the school has at least one parent who has not earned a high school diploma or GED. Yet, the school and community remain persistent in their desire for high academic achievement for all their children.

Hurley says the teachers and staff continually assess students to identify both strengths and weaknesses in learning. They then provide as much individual attention as possible to build on strengths

and improve weaknesses. The school uses Extended School Services to provide help to students identified as needing more assistance.

High-quality, expanded learning opportunities are available after school in a program funded by a 21st Century Community Learning Centers Grant. The school staff has participated in professional development training in writing, effective discipline techniques and Robert Marzano's "Best Practice Theory" – among other areas – to improve teaching and learning.

"We are very proud to be a Blue Ribbon School," said Hurley. "It is a validation of the hard work and efforts of teachers, students, staff, parents, district office and community to provide the best education possible for our students."

At the same time, receiving the Blue Ribbon School designation provides a challenge to maintain the high standards set for Summer Shade Elementary. "Now, we reach even higher and strive to continually improve upon our achievements," he said.

Mason-Corinth Elementary

Doing whatever it takes to help students succeed

By Rebecca Blessing

rebecca.blessing@education.ky.gov

At Mason-Corinth Elementary (Grant County), the faculty doesn't have a "magic program" to which they attribute their success. According to Principal David Fordyce, "Our staff is willing to try whatever it takes to help our students succeed." And succeed they have.

Students have made steady progress toward proficiency (100 on a 140-point scale). During the 2005-06 Commonwealth

Accountability Testing System (CATS) cycle, results were within two points of 100 in reading, mathematics, science and social studies on Kentucky Core Content Tests. In 2006, Mason-Corinth Elementary had a total CATS academic index of 92.8.

The school takes the approach of developing the whole student. The mission is to help all students reach their highest level of academic performance and to develop their creativity, independent thinking, physical well-being and social skills.

"All children at Mason-Corinth Elementary know they are valued, loved and supported," Fordyce said. "We treat each child as an individual, and we strive to meet all their needs. We don't give up on them, and we don't accept less than their best."

Fordyce says the staff constantly monitors the progress of students to ensure that each child is reaching his or her full potential. Teachers and administrators truly have only high expectations for all students, he adds.

The culture of the school and community most likely contributed to Mason-Corinth Elementary being named a Blue Ribbon School, he said. The K-5 school is located in a small, rural community and has about 450 students.

While there is some transiency, the majority of students remain at the school through their entire elementary career. Fordyce says the permanence and small size of the student population result in a family atmosphere at the school.

While he admits they still have subject areas that merit attention, Fordyce says everyone is dedicated to focusing on improving areas of weakness while continuing to place emphasis on their strengths. At Mason-Corinth, there is a pervading sense of unity. "Students, staff, families, the community ... everyone is on board. Receiving this award serves to confirm the confidence and pride we (staff, students and families) have always felt regarding Mason-Corinth Elementary," the principal said.



Kentucky Interim Education Commissioner Kevin Noland bends down to shake hands with preschool students at Summer Shade Elementary as he greets them during the school's celebration of its NCLB Blue Ribbon School designation.



During a school assembly, Mason-Corinth Principal David Fordyce shows students the plaque awarded to the school by the U.S. Department of Education for being named an NCLB Blue Ribbon School.

Photo by Lisa Y. Gross

named Blue Ribbon Schools



Hanson Elementary

Building on strengths of each student

By Cathy Lindsey

cathy.lindsey@education.ky.gov

Success has not come by chance for the 540 students at Hanson Elementary (Hopkins County). It has taken research, planning, and a dedicated faculty and staff to make the difference, according to Principal Deanna Ashby.

"Our team gives more than 100 percent," she said. "They have a passion for kids and create a safe learning environment where students laugh and learn together."

Before the faculty began planning strategies for school improvement, the school completed an internal audit and participated in a voluntary Scholastic Review to determine its strengths and weaknesses.

"We felt that we were a good school, but we wanted to be a great school," Ashby said.

The faculty also completed a book study of Jim Collins' book, "Good to Great," which explores how good organizations produce great, sustainable results. Ashby said they focused on "getting the right people on the right bus" and in the right seats to move the school in the right direction. They analyzed their instructional strategies and school climate and compared them to what they saw during site visits to other high-achieving schools.

"From this information, we devised a plan, and it seems to work!" she said.

Hanson's scores on the 2005-06 state assessments give the school the designation of Pacesetter School to recognize its place in the top 5 percent of all schools in Kentucky. Hanson has passed 100 (on a 140-point scale) in science, social studies and practical living/vocational studies. It is merely frac-

tions of a point from meeting that goal in mathematics.

Hanson's test results for the Commonwealth Accountability Testing System (CATS) are some of the best scores in the state. Its 2006 biennial accountability index of 102.2 is 17 points higher than the school's goal and already meets the state goal of 100 by the year 2014. The school's results exceed state and district averages in all content areas by as much as 34 points.

The percentage of special needs students has increased at Hanson from 12 percent to 28 percent in five years. In 2006, the results for students with disabilities stood at 81.4 – just four points shy of the school's CATS accountability goal for the year.

"The day after our scores were released, my faculty and staff were meeting with the director of special education to develop a plan of action," Ashby said.

The school is now working to implement new plans to narrow the gap between children with disabilities and those without through new programs, strategies and assessments.

"We have high expectations for all of our students, teachers and staff members," Ashby said. "This creates a learning climate where children are challenged to work hard to reach the goals they have set for themselves."

Field Elementary

Reading program moves students toward success

By Cathy Lindsey

cathy.lindsey@education.ky.gov

Field Elementary (Jefferson County) has been a fixture in the Crescent Hill community of Louisville since 1915. It serves a diverse population of 400 children, includ-

ing students from Hispanic, Asian and African-American cultures. Sixty percent of the students participate in the free and reduced-price meals program.

"Through teamwork and collaboration, our staff is able to meet the diverse needs of our children," said Principal Susan French.

Field's test results for the Commonwealth Accountability Testing System (CATS) have shown significant improvement over the long and short term. Its combined accountability index score increased 20 points from 2004 to 2006.

The school's 2006 biennium score of 93.3 is a full 15 points higher than the school's CATS accountability goal and just seven points shy of the state goal of 100 by the year 2014. Field's state assessment results exceed state and district averages in all content areas by as much as 24 points.

"We utilize a multi-faceted approach to teaching reading and writing including Rigby, the district's five-block model," French said.

According to the district, the Rigby Reading Program enhances vocabulary, fluency and comprehension. Strategies target students who are reading at proficiency and above, as well as those who are not yet at proficiency.

Students are assessed and placed into small groups geared toward their developmental needs as readers and writers. Students move from group to group depending upon their progress.

"Teachers work carefully together to assess students' needs, plan instructional activities, and then monitor and modify these practices," French said.

In September 2003, Jefferson County Public Schools (JCPS), Greater Louisville Inc. and Metro Louisville launched "Every 1 Reads." This community-wide initiative seeks to have every child in the school district reading at grade level (based on the school district's definition) by 2008. Field's reading score on the state assessments

has increased from 72.3 in 2003 to 105.9 in 2006.

"Approximately 50 Every 1 Reads volunteers dedicate themselves to improving reading for our neediest children through weekly tutoring sessions," French said.

Field uses "Math Investigations" as its core mathematics program, supplementing materials as needed. Students explore numbers, data and space by working with manipulatives. They work in cooperative groups toward the development of their higher-thinking and problem-solving skills, French said.

Field uses daytime Extended School Services programs to provide additional support to students needing interventions in all content areas.

"Interventions are intense and rigorous," French said, "designed to accelerate learning rather than remediate."

MORE INFO ...

If you'd like to learn more about the programs these No Child Left Behind Blue Ribbon Schools are using to improve teaching and learning, contact the school principals:

Susan French at Field Elementary, (502) 485-8253, susan.french@jefferson.kyschools.us

Deanna Ashby at Hanson Elementary, (270) 825-6158, deanna.ashby@hopkins.kyschools.us

David Fordyce at Mason-Corinth Elementary, (859) 824-9510, david.fordyce@grant.kyschools.us

Ron Hurley at Summer Shade Elementary, (270) 428-3962, ron.hurley@metcalfe.kyschools.us

A complete list of the 2006 NCLB Blue Ribbon Schools is available at www.ed.gov/programs/nclbbrs/awards.html.

More information about the NCLB Blue Ribbon Schools Program is available at www.ed.gov/programs/nclbbrs/index.html.



Hanson Elementary upper-primary (3rd-grade) teacher Kristy Saint listens as Kayla Oliver describes her book project, which included reading the book, "The Biggest Snowman Ever," and making a snowman from one of her father's socks.



Field Elementary students Zac Farhat and Emma Shelton read a book silently together in the school library media center. The school focuses on reading and writing to help its diverse student population gain strong literacy skills.

Elementary students understand economics and master the woolly mammoth burger



Charlie Yeager, left, Maureen Stinson, Austin Turner, Emily Craft, Megan Cordle, Alex Martin and Eliza Walsh work as a team to create a product they can sell to other Field Elementary students.

teacher Betty Sue Johnson spent more than a year creating a curriculum for the program. Mester says the hard work and enthusiasm that Citigroup volunteers put into the project bring economics to life in each classroom.

"Students working with Citigroup volunteers 'get it,'" Mester explains. "The young people learn economics words while working as a team, role-playing as buyers and sellers, and facing choices with money. I'd say those are the life skills every kid needs."

This school year, 11 Title I schools in Jefferson County became "Citi L.I.F.E." participants along with an elementary school in Oldham County, eight schools in northern Kentucky, six schools in Ohio and four schools in Indiana.

Francesca Curry, the vice president of communications and public relations with Citi Cards Louisville, volunteers with Louisville-area schools. She says that Citigroup wants to help students learn the importance of knowing about personal finance and the terminology of economics.

"By volunteering in the classroom," Curry says, "Citigroup hopes to improve children's economic vocabulary. Throughout the two-hour lesson, the vocabulary words are reoccurring in every activity. Fourth graders in Kentucky are tested on economics, yet there is no formal curriculum. Citigroup is attempting to supplement that curriculum and so far, the results have been positive."

Making an impact with teachers is also a significant component of the program. "This initiative takes a challenging subject to teach and creates a fun environment. The program provides ideas for teachers that can be adapted for use at other times," Curry explains. "The economic vocabulary words and the video used are left behind for the teacher. It is Citigroup's hope that these tools will be used again and may spark new ideas for the teacher."

Positive, measurable results among students' comprehension of the program are equally central to "Citi L.I.F.E."

"We quiz the children before we leave them to get a feel for what they've learned during the session," Curry says. "The Citigroup volunteers are always surprised, no matter how many classes we have visited, when the children not only know the vocabulary words, but truly understand them. It's a proud moment for us and for the children."

MORE INFO ...

www.econ.org

Margaret Schauer, communications director for the Kentucky Council on Economic Education, (502) 267-3570



Sharon Erny talks to her students during an economics lesson at Field Elementary about the different kinds of resources that are used in creating and marketing a product.

By Margaret Schauer

Kentucky Council on Economic Education
It's a hectic day for the student teams working at the woolly mammoth burger factory in Sharon Erny's classroom. The Magic Dough Play Dough practically flies through the air as the youngsters, assigned specialized jobs within their teams, quickly assemble the "burgers" at their tables set up like work stations.

Operating in a simulated setting similar to the one they'd just viewed in an animated video about a fictional entrepreneurial caveman named Ump, students seem to be focused on one goal: helping their teams be as productive as possible.

Finally, with stacks of burgers teetering at the end of each table, a whistle sounds. For their highly efficient productivity, each team receives the ultimate award: "flinks," the currency of choice among Ump, his prehistoric friends and now Erny's students. "Flinks" notwithstanding, students also take away from the activity something less immediately obvious but just as tangible: the know-how that comes from a hands-on example of real-life economics.

This fall, Erny's combined class of 4th and 5th graders at Field Elementary School (Jefferson County) took part in a new economic education and financial literacy initiative known as "Money, Markets and Moguls - Citi L.I.F.E. (Leaders Investing in Financial Education)." The initiative is an element of a 10-year, \$200 million global financial education commitment

by the Citigroup Foundation. "Citi L.I.F.E." is a collaborative pilot project among the Kentucky Council on Economic Education (KCEE), the Northern Kentucky University Center for Economic Education and the companies in the Citigroup Regional Council: CitiFinancial, SmithBarney, Citi Cards and Primerica.

"Citi L.I.F.E." aims to increase 4th-grade students' knowledge of basic economic concepts, including profit, marketability, employment, investing and saving, while improving test scores in social studies and practical living classes.

As part of the school program, Citigroup volunteers go into a classroom to lead a two-hour, activity-filled economics and personal finance lesson. The prehistoric storyline is adapted from an illustrated annual report by Figgie International titled, "Ump's Fwat: An Annual Report for Young

People." A typical lesson begins with students watching the animated video version of "Ump's Fwat" to introduce basic economics.

After reviewing the economic terms used in the video, Citigroup volunteers lead activities by placing students into business teams and having them take part in a production line. The volunteers also assist the students as they take on the roles of buyers and sellers in a marketplace. Then students decide whether to spend their "flinks," save them or give back to the community (the classroom). The volunteers recap the day's activities before presenting the teacher with a gift card.

Erny, the Field Elementary teacher, applauds the program, especially the way it fits economics into the social studies core content.

"We try to interrelate core subjects throughout the day," the 26-year veteran teacher says, "and this [fits into] math and social studies."

Erny also likes the program's emphasis on teamwork and active learning. Without a hands-on approach, learning economics can be challenging for students, she explains.

"Sometimes it is hard with social studies for kids to have a hands-on approach, [or] finding visual ways for kids to understand ... it's more than reading a book — it's how to engage [the students]," she says.

KCEE President Jan Mester conceived the idea for the "Citi L.I.F.E." project. She and KCEE program coordinator and retired

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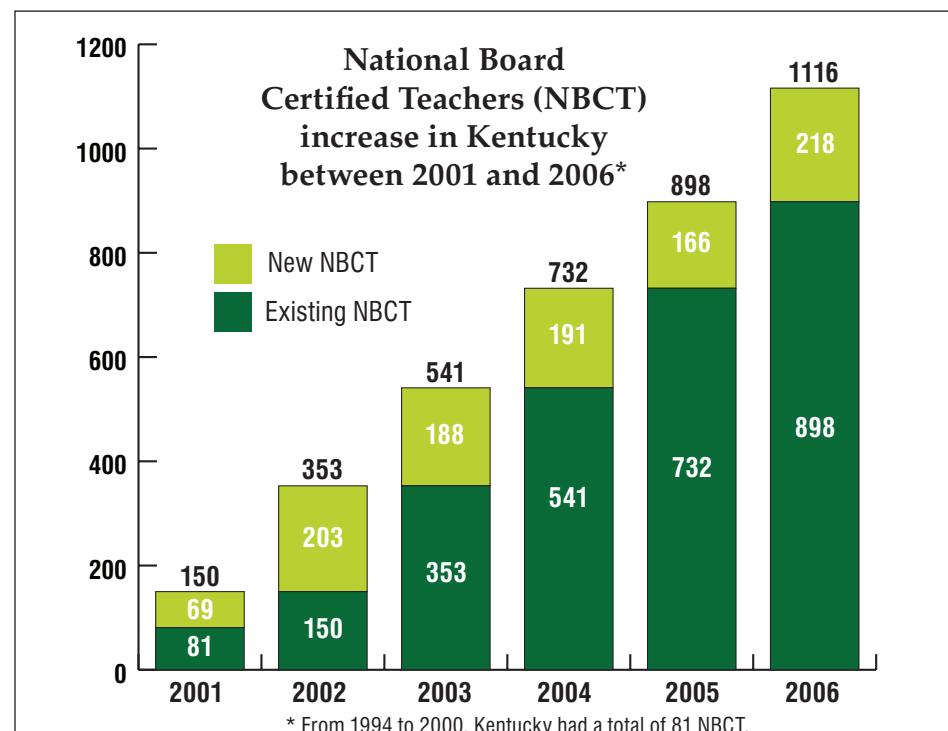
ment fee each candidate must pay for certification.

According to the NBPTS, 137 of Kentucky's 175 public school districts have at least one National Board Certified Teacher.

In Graves County, 31 teachers – nearly 10 percent of the county's 317 teachers – have earned national board certification. "We are so proud of our National Board Certified Teachers," said Superintendent Brady Link. "They put in literally hundreds of hours in this process. Not only do they work long and hard but they learn to work even smarter because they hone and focus their instruction to teach not just subjects and grades, but individual students. While these teachers benefit from earning this designation, what they learn offers even greater benefits to their students."

Studies show that National Board Certified Teachers make a significantly measurable impact on teacher performance and student learning, engagement and achievement. In a study by the Urban Institute and the University of Washington, students of National Board Certified Teachers scored seven to 15 percentage points higher on year-end tests than students of teachers without the certification.

"The single most important school-related factor in raising student achievement is the quality of the teacher in the classroom," said former Georgia Gov. Roy E. Barnes, chair of the NBPTS Board of Directors. "These teachers are living proof that this process works to generate some of the most highly accomplished teachers in the field."



New National Board Certified Teacher Crystal Cowart said, "The national board certification process is the most thorough professional development experience I have had. I learned the value of self reflection; of parent, community and teacher relationships; and of inquiry-based education." She is a 1st-grade teacher at Fancy Farm Elementary (Graves County).

In Robertson County, Deming High School science teacher Josh Underwood had already finished his Rank I. National board

certification was the next logical step in his attempt to grow professionally, he said.

Underwood said the process helped him become a better teacher by reminding him how important it is to thoroughly reflect on the lessons he teaches and to critique himself on a regular basis. "I learned that there are many small things you can do that don't take much time yet will impact your teaching," said the teacher of seven years. Underwood is the first in the county to achieve national board certification.

"I saw national board certification as a challenging way to learn more about myself as a teacher in lieu of going the traditional route of making a rank change," said Damita Lee, a primary special needs teacher at Ryland Heights Elementary (Kenton County).

Lee said she gained confidence in herself as a teacher through the certification process. "It became evident I do make a difference in children's lives and that I must always strive to be the best teacher I can be so that my students can be their best," said the 14-year veteran teacher.

"The process was very challenging, stressful and time-consuming, but it really opened my eyes to things that I needed to do better as an educator while also reaffirming some of the things I was already doing," said Randy Herndon, a 16-year veteran broadcast journalism and video production teacher at Graves County High School. "The program forces you to critically evaluate everything you do in the classroom and seek methods for improvement. I encourage any teacher to consider the National Board Certification process if they are up to challenge and want to grow as an educator."

(Paul Schaumburg, community relations director at Graves County Public Schools, also contributed to this story.)

MORE INFO ...

www.nbpts.org

National Board for Professional Teaching Standards, (800) 228-3224 (22TEACH)

Changed your address? Let us know

If you don't want to miss an issue of *Kentucky Teacher*, please take a few moments to learn how to let us know when your address changes.

Kentucky Teacher receives mailing addresses for all active Kentucky certified classroom teachers and administrators from the Kentucky Teachers' Retirement System. If you are employed by a Kentucky public school, you can change your mailing information in one of two ways:

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- Submit a written request that includes your name, old address, new address, Social Security number and your signature.

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If you are not a current teacher or administrator, e-mail your change of address to [kyteacher@education.ky.gov](mailto:kkyteacher@education.ky.gov) or by mail to:

Kentucky Teacher
612 Capital Plaza Tower
500 Mero St.
Frankfort, KY 40601



A patriotic moment

First-year primary students at Girdler Elementary (Knox County) hold American flags as they lead the rest of the student body and guests in the Pledge of Allegiance during a recent school assembly that had a patriotic theme.

Photo by Tim Thornberry, Education Cabinet

BOARD

from Page 1

Search firm representatives conducted a survey of the board members to determine their consensus of the most important qualities they desire in a new education chief. Board members said they want a candidate with a solid understanding of the educational issues facing Kentucky and the nation, in addition to having a sound knowledge of state culture and politics. They also want someone who inspires trust and models confidence and integrity.

The board agreed to hold a public hearing on Jan. 29 to allow more citizens the opportunity to speak on the issue. Also, in an effort to get a broader perspective, the board will ask for comments on candidate qualifications from the state's chamber of commerce, P-16 Council, and other business and educational organizations with an interest in Kentucky education.

The group also reviewed the compensation and benefits package for the position, as well as promotional and advertising

materials to solicit applications. The salary for the position will be advertised in the range of \$220,000 a year.

Gary Ray, president of the search firm, proposed a timeline for the process. Tentatively, the board hopes to interview the final candidates in April. The goal is to have a new education leader in place no later than July 1.

The next regular meeting of the state board will be Feb. 7 and 8 in Frankfort. On March 7, the board is scheduled to convene at Carter Caves State Resort Park for its regular meeting.

MORE INFO ...

www.education.ky.gov - Click on "KDE QuickLinks" in the left-hand menu. Scroll down to "State Board of Education" and click for state board information.

Tax deduction for teachers extended

From student rewards to bulletin board cutouts to dry erase markers – if you're like most teachers, you spend a lot of your own money buying classroom supplies.

According to Quality Education Data's newest market trends report, "Teacher Buying Behavior, 2006-07," teachers report spending, on average, \$475 of their own money on classroom materials and supplies. Forty-four percent of respondents spend more than \$500, with 20 percent of those saying they spend in excess of \$1,000 for their classroom.

While you might not be able to recoup everything you spent on your class last year, you may qualify for an adjustment to income on your federal taxes for at least part of your un-reimbursed purchases. In late December, President Bush signed legislation extending the popular tax break for classroom teachers for the 2006 tax year.

However, the Internal Revenue Service has already printed forms and instructions stating the deduction expired at the end of 2005. Taxpayers will have to make special notations to claim the deductions if they use paper forms.

IRS e-file or Free File tax preparation software will be updated to include the change. Educators using other tax preparation software should check for updates.

To take the deduction for up to \$250 of

out-of-pocket classroom expenses, educators must file Form 1040. The deduction cannot be claimed on Form 1040A.

According to the IRS, the deduction for educator expenses will be claimed on Form 1040, line 23, "Archer MSA Deduction." Enter "E" on the dotted line to the left of that line

Form 1040 Department of the Treasury—Internal Revenue Service U.S. Individual Income Tax Return 2006		(99) IRS Use Only—Do not write or staple in this space.
OMB No. 1545-0074		
Label		For the year Jan. 1-Dec. 31, 2006, or other tax year beginning _____, ending _____.
(See instructions on page 16.)		Year name _____ Last name _____
Use the IRS label. Otherwise, please print or type.		If a joint return, spouse's first name and initial _____ Last name _____
LABEL HERE		Home address (number and street). If you have a P.O. box, see page 16. Apt. no. _____
Presidential Election Campaign		City, town or post office, state, and ZIP code. If you have a foreign address, see page 16.
Check here if you or your spouse if filing jointly want \$250 to be taken from this form (see page 16).		
▲ You must enter your SSN(s) above. ▲		
Checking a box below will not change your tax or refund.		
E \$250.		
Adjusted Gross Income	23 Archer MSA deduction. Attach Form 8853. 23	\$250.
	24 Certain classroom expenses of recognizes performing artists and fee-basis government officials. Attach Form 2106 or 2106-EZ. 24	
	25 Health savings account deduction. Attach Form 8889. 25	

Educators can claim up to \$250 in classroom expenses by writing the letter "E" on Line 23 of Form 1040.

If you have an Archer MSA deduction as well as the educators deduction, you should write the letter "B" (for both) on Line 23 and attach a sheet stating the amount of both deductions.

entry if claiming educator expenses or "B" if claiming both an Archer MSA deduction and the deduction for educator expenses on Form 1040. If entering "B," taxpayers must attach a breakdown showing the amounts claimed for each deduction.

As always, teachers should have receipts to back up their educator expense deduction claims.

The late tax legislation also extends a deduction for up to \$4,000 of tuition and fees paid to a postsecondary institution.

MORE INFO ...

www.irs.gov - Enter "educator expense deduction" in the upper right-hand search box.

WORKSHOPS

from Page 1

"If you can't access www.kentuckytlc.org, you can get to conference information and the registration form by going to the Kentucky Department of Education Web site, www.education.ky.gov, and clicking on the KTLC icon at the bottom of the left-hand menu."

KTLC07 will host a "Smart Classroom" in Room 109 of the convention center on Thursday, March 8. Smart Classrooms cement new technologies – SmartBoards, ActivBoard, podcasting, wireless Internet capability, laptops, chalkboard tablets, document cameras and audio projecting systems – into the core of education. These technologies are proving to spark greater interaction among students, teachers, parents and guardians.

Jeanne Biddle, district technology coordinator for Scott County Public Schools, will host the Smart Classroom and help visitors explore the model classroom. Three 1.5-hour sessions and several vignettes about smart technology will be held in the classroom.

Former Commissioner of Education Gene Wilhoit is returning to KTLC07 for one more conference appearance. He will talk with educators from his new vantage point as executive director of the Council of Chief State School Officers about national

education issues and their impact on Kentucky public schools. So that everyone can hear his presentation, no other conference sessions are scheduled on Friday from 10 a.m. to 11:30 a.m. The event is in the Cascade Ballroom.

You'll also want to use your Passport to Prizes in the Exhibit Hall, which features hundreds of vendors of classroom materials, education software and other related items to teachers and administrators! You'll receive a passport along with your registration materials. Just take the passport with you to the Exhibit Hall and receive an official stamp in the passport from participating exhibit booths.

When your passport is filled, deposit it into the door-prize drum located in the center lounge of the Exhibit Hall. You'll be entered in a drawing for one of many great door prizes to be given away Thursday from 4:30 p.m. to 6 p.m. and Friday from 11:30 a.m. to 1 p.m. You must be present to win.

MORE INFO ...

www.kentuckytlc.org
www.education.ky.gov - Click on the KTLC icon at the bottom of the left-hand menu.



Learning that good health matters

Lisa Walker, a teacher at Daviess County High School (Daviess County), looks over a food journal with a member of the DC Fit Club. Students participate in the DC Fit Club and a program called SHAPE UP (Staying Healthy, Active and Positive Everyday) with FCCLA, organized by Walker and Katy Robertson, advisers for Family, Career and Community Leaders of America. The "Panther Pound Meltdown" is a fitness group for the high school staff. All three groups are working toward individual and group goals, such as losing or maintaining weight, making healthy food choices and exercising more often.

Photo by Lora Wimsatt, Daviess County Public Schools

Leadership Letter

Compiled by Rebecca Blessing
rebecca.blessing@education.ky.gov

'Kentucky Education Facts' updated for public schools

From the number of school buses in Kentucky (9,872) to the gender breakdown of local school board members (63 percent male, 35 percent female) to the average per-pupil spending (\$7,914), everything you'd want to know about Kentucky's public schools is in the updated edition of "Kentucky Education Facts." All numbers are from the 2005-06 school year, unless otherwise noted. They are the most up-to-date facts and figures on Kentucky education available. "Kentucky Education Facts" is accessible on the Kentucky Department of Education Web site.

www.education.ky.gov - Click on "KDE QuickLinks" in the left-hand menu and select "Kentucky Education Fact Sheet."

21st century schools must provide high-level skills

What will the schools of tomorrow be teaching? According to a new report by the Commission on the Skills of the American Workforce, if our children are to thrive in a global economy, schools will have to teach more than they do now. Otherwise, the report warns, the United States will lose more jobs to overseas markets, and U.S. workers will see their standard of living drop.



Talk to Us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

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Write: Kentucky Teacher
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Frankfort, KY 40601

The report, "Tough Choices or Tough Times," claims that U.S. schools are outdated and are not preparing students to compete globally. It says the U.S. is failing to meet the competition for high-level skills coming from Asia and Europe.

According to the report, today's economy demands not only a high level of competence in the traditional academic disciplines of reading and mathematics but science and technical skills as well. It goes on to say business also is demanding what might be called 21st century skills: knowing more about the world, thinking outside the box, becoming smarter about new sources of information and developing good people skills.

The panel contends drastic steps must be taken to move public education into the 21st century. Among the recommendations:

- a set of board examinations that would allow 10th graders to place into college
- improved compensation and incentives to attract better quality teachers
- an overhaul of the American testing industry
- contract-run schools instead of schools run by school boards
- improved education for all 3-year-olds and 4-year-olds
- standards for state-run funding instead of local funding
- legislation for continued education for adults
- a new GI Bill
- regionally focused job training

The National Center on Education and the Economy formed the bipartisan skills commission. Its 26 members include state and local superintendents, former governors and mayors, business executives and former U.S. secretaries of education and labor. The commission's work is financed by several foundations, including the Bill & Melinda Gates Foundation.

To get an executive summary of the report or to purchase the entire report go to www.skillscommission.org/executive.htm.

Sustainable Schools Workshop in March

The fifth annual Kentucky High Performance Sustainable Schools Workshop will take place at the Sloan Convention Center in Bowling Green March 6-7. The event is designed to provide school districts with valuable resources to help implement sustainable design in new construction and renovation projects.

Among the events planned is a site visit



Photo by Chery Lawson, McCracken County Public Schools

Leading students to success

Family and Consumer Science teacher Leslie Watkins shares a light moment with Reidland High School (McCracken County) students Courtney Kincaid, left, Kelley Rhea and Ashley Coleman as they discuss their development services portfolios in preparation for senior interviews. Watkins was recently named 2006 Association for Career and Technical Education (ACTE) Teacher of the Year. A National Board Certified Teacher, Watkins has developed culinary and early childhood programs at Reidland and has been a leader in Career and Technical Education programs on the national level. She currently serves as president of the National Association of Teachers of Family and Consumer Sciences.

to Alvaton Elementary School in Warren County, a high-performance school that opened this school year. Workshop sessions will provide detailed information on how sustainability concepts enhance the learning environment along with specifics on how to achieve high performance in new construction, renovation and operations.

The workshop qualifies for EILA (Effective Instructional Leadership Act) credit. School personnel pay a reduced registration fee of \$50 for one day or \$75 for both days. The registration fee includes continental breakfast and lunch.

The Governor's Office of Energy Policy and the Kentucky NEED (National Energy Education Development) Project are sponsoring the Sustainable Schools Workshop with support from the U.S. Department of Energy.

KET offers professional development opportunities

It's not too early to start scheduling professional development opportunities for the 2007-08 school year.

As a reminder, KET provides free, on-site professional development training on a variety of topics. Workshops can be designed as specific training sessions on particular KET resources or as ones that target specific content areas. Topics offered include:

- KET EncycloMedia
- Arts Toolkits
- content area workshops

- new KET-produced resources: "Literacy Strategies in Action," "Inside Writing Communities" and "Art to Heart"
- video production

KET also is able to custom-design PD presentations. Workshops can target either students or teachers.

To schedule a session or find out more about KET workshops, contact your KET educational consultant. That information is available on the KET Web site at www.ket.org/contact/contact10.htm.

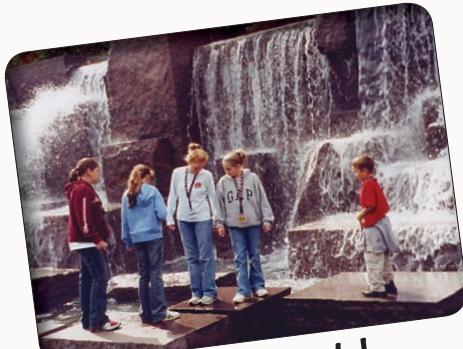
Education experts name most influential person

Who would you say has been the most influential person in American education in the past decade? President George W. Bush with his landmark No Child Left Behind (NCLB) Act? Guess again.

According to a study by the Editorial Projects in Education Research Center, American education's most influential person is Microsoft founder and billionaire Bill Gates. As one of the most prominent voices in education reform, Gates has sparked national movements to improve high schools and create small schools. The Bill & Melinda Gates Foundation, the world's largest philanthropic organization, has been a major supporter of these two initiatives and others.

The study is based on an extensive survey of education experts from across the country.

Students' lives are enriched by traveling and living history



**F.D.R. Memorial
Washington, D.C.**

By Anita Granier
Mayfield Independent School District

Mayfield Independent School District was among several Kentucky school districts that began offering enrichment programs when they adopted alternative school calendars more than seven years ago. The enrichment programs have become a way to enhance classroom learning through activities and programs students can participate in outside the regular school day.

The initial instructors for Mayfield's enrichment program were faculty and community volunteers. Some of the first enrichment classes included art, cooking, science, safety and driver's education. As the program grew, karate, photography and modeling classes were offered.

But from the start, the enrichment trips for students at Mayfield Middle School and Mayfield High School have been the most popular enrichment offerings. These school-sponsored trips have taken students as far from campus as New York City and the Grand Canyon.

"The trips have provided our students with learning experiences that cannot be duplicated in the classroom," said Carla McDonald, Mayfield Independent gifted and talented coordinator.

McDonald and Mary Seay, a science teacher at Mayfield High School, are co-coordinators of the district enrichment program. They organize the enrichment classes

at all levels and lead all enrichment trips.

The Mayfield school board and Superintendent Lonnie Burgett provide yearly stipends for the two enrichment program coordinators. However, Seay and McDonald understood that the program would be self-supporting from the beginning.

"The trips have enabled our students to use all of their senses," McDonald said. "They have tasted authentic cuisine from Native Americans in the desert and enjoyed hot dogs from street vendors in New York City. They have seen and gone swimming with marine creatures in Key Largo.

"They have seen waterfalls in the Grand Canyon. They have heard the silence at Ground Zero, and they have conversed and interacted with people from the many diverse cultures that make up our great country," she added.

Besides those destinations, Seay and McDonald have organized trips that have taken Mayfield students to Washington,

D.C., Chicago, San Diego, San Francisco and Paoli Peaks, Ind.

Like other Mayfield High School graduates, David Riley, now a senior at Transylvania University, remembers the impact of the trips. He said the enrichment trips prepared him "to be an outward-minded individual and truly made my high school experience unique. Never in my collegiate experience have I encountered another student, from in or out of state, who had such wonderful opportunities during high school. From San Diego to the Florida Keys, my experiences – through the superb planning of the instructors – broadened my horizons to an endless world of possibilities."

Planning the trips

Approximately 35 to 40 students and 10 to 15 adults go on the trips, which are usually set for the spring semester. Seay begins researching destinations sometimes a year in advance and surfs the 'Net for airfare bargains and hotel discounts. In addition, the co-coordinators have written grants for special tours and to cover transportation fees.

She plans each visit around historical and tourist attractions but is always looking for a "good deal" that provides new experiences for students. For the New York trip, she finagled tickets to a Knicks professional basketball game and Broadway shows, "The Lion King" and "Wicked."

Each five-day trip usually costs between \$500 and \$600 per student, which can be paid in installments before the trip. The cost includes airfare, accommodations, meals and tickets to local attractions.

Students are responsible for buying their own souvenirs, snacks and air-

port meals while on the trip.

Financial need does not prevent students from participating in enrichment trips. "Some scholarship money is given each year, and many students have enjoyed attending these trips through the generosity of other parents, alumni and community members," Seay said.

Chaperones pay their own trip expenses and are assigned duties. While traveling, they are responsible for small groups of students and help out by calling roll in hotel rooms and on the buses at assigned times, overseeing bus clean-up or serving as trip videographer, Seay said.

She meets with parents and students prior to each trip to go over details. She also gets copies of notarized medical insurance forms for each student.

To keep everybody traveling together, she charters tour buses and locates restaurants that seat at least 50 people. "It takes careful planning to travel from one destination to another in a city," Seay said.

On a typical enrichment trip day, everyone leaves the hotel around 8 a.m. and returns at 10:30 p.m. "Schedules are busy and, at times, exhausting," Seay said. "But nobody complains. Also, leaving our hotel early ensures everybody a full day of touring large cities such as New York."

Retired MHS Principal Steve Traynham regularly chaperoned trips during his tenure. "The enrichment trips were fun, social and always extremely educational. I appreciate the opportunity to travel with Mayfield students and community members. The students were always well

Photos submitted by Mayfield Independent School District



**Trip to Ground Zero
New York City**



San Francisco

MORE INFO ...

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behaved. I commend Mary Seay and Carla McDonald for their time, organization and planning of these trips," he said.

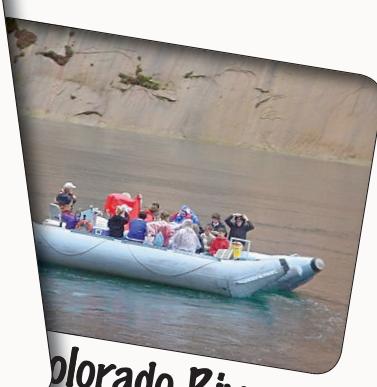
This spring's trip will take Seay, McDonald and a group of Mayfield students to Boston. They will visit the John F. Kennedy Presidential Library and Museum, the Museum of Afro-American History, the Old North Church, the U.S.S. Constitution, the Paul Revere House, the New England Holocaust Memorial and Fenway Park, home of the Boston Red Sox baseball team. They also plan to walk the famous Freedom Trail, which leads past many historic sites from the Revolutionary War period.

"I think that the enrichment program is wonderful. Kids get a chance to go places they probably never would visit otherwise. As a parent, I was thrilled for my daughter to explore New York. I know how hard Mrs. Seay and Mrs. McDonald work to implement the program, and I appreciate their efforts," current MHS Principal Anthony Hatchell added.

(Anita Granier is director of Public Relations for Mayfield Independent School District.)



Grand Canyon



Colorado River